

CLASS, SCHOOL, DISTRICT, AND COMMUNITY PROFILE:  
LOOKING AT YOUR CONTEXT FOR TEACHING AND STUDENT LEARNING

**DISCUSSION TOPICS FOR  
SUPPORT PROVIDERS OF GENERAL EDUCATION TEACHERS**

1. What system of communication is in place at my school between special education and general education?
2. What role does the school psychologist play?
3. What do all of the acronyms in special education stand for?
4. What is the purpose of SST, 504, and IEP teams?
5. What is my role on each of the above teams?
6. How do I find out what is on the IEP or 504 Plan?
7. What is your required role in the IEP process regarding attendance, assessment, and documentation of student achievement and progress?
8. How does your school give release time to attend IEP meetings?

**DISTRICT**

1. Who can I call for extra resources for students with specific needs?
2. What inservices are available regarding students with special needs?
3. Who are the support personnel for special education in my district? How do I contact them and what are their schedules?

**CLASS**

1. Who do I contact when a student is having difficulty in my class and I think he/she may need extra support?

2. Who is responsible for carrying out the IEP accommodations and modifications in my classroom?
3. If a student with an IEP is included in my classroom, who provides the support for that student?
4. Who is responsible for communicating with the parents of a student receiving special education services?
5. Why might a student with an IEP still be in my class, while another general education student was expelled for committing the same offense?
6. What is a Behavior Support Plan?
7. How do I grade a student in my class that has modifications to the curriculum? Is it fair that he/she receives the same grade that another student receives that met the standards at a "higher" level?

**OTHER**

1. What other questions do you have regarding students with specific needs that we haven't addressed?